

STANDARD 4: English language learners will write in English for a variety of basic interpersonal and academic purposes, using appropriate vocabulary, grammar, and Standard English writing conventions.

Topic A: Writing

Indicator 1: Use Standard English grammar and structure to develop clarity in written communication.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Write simple sentences using a variety of patterns in both the affirmative and negative, such as:</p> <ul style="list-style-type: none"> • Declarative with subject – verb – object. • Interrogative with what, where, when. • Imperative with single verbs. • Exclamatory using learned expressions (“Great!” “Good!”). 	<p>a. Write simple sentences using a variety of patterns, in both the affirmative and negative, such as:</p> <ul style="list-style-type: none"> • Declarative using demonstrative pronouns. • Interrogative that require a yes/no response using the verb, “to be” (“Are you eating?”). • Imperative with verb + object. • Exclamatory using learned expressions in simple sentences (“That’s + adjective!”) 	<p>a. Write simple and compound sentences using a variety of patterns, in both the affirmative and negative, such as:</p> <ul style="list-style-type: none"> • Declarative using common coordinating conjunctions (and, or, but). • Interrogatives that require “Do-support” (“Do you want this?”) • Imperative with common modal auxiliaries (“You must study.”) • Exclamatory using learned expressions (e.g., What a + adjective + noun). 	<p>a. Write simple, compound, and complex sentences using a variety of patterns, in both the affirmative and negative, such as:</p> <ul style="list-style-type: none"> • Declarative using coordinating conjunctions including both.. / and..; either.. / or..; • not only.. / but also... • Interrogative using complex structures (“Where did you go after the game last night?”). • Imperative using complex structures (“Don’t put your coat on the floor!”) • Exclamatory using learned expressions (“What a +adjective + noun!”) 	<p>a. Compose simple, compound, complex, and compound-complex sentences using a variety of patterns in both the affirmative and negative.</p>

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	<p>b. Use articles, nouns and pronouns, such as subject pronouns in writing. (“He reads a book.”)</p> <p>c. Identify and use verb forms, such as the present, past, or future with regular verbs. (“Min walks to school.”)</p> <p>d. Use subject-verb agreement in writing. (“I walk; he walks.”)</p> <p>e. Use adjectives and adverbs as simple descriptors, such as, “the red ball” and “read slowly.”</p>	<p>b. Use articles, nouns and pronouns, such as possessive pronouns in writing. (“My book is heavy.”)</p> <p>c. Identify and use verb forms, such as the present, past, or future with commonly used irregular verbs. (“He ate pizza for dinner.”)</p> <p>d. Use subject-verb agreement, such as compound subjects, in writing. (“Samina and Nina like basketball.”)</p> <p>e. Use adjectives and adverbs, in comparatives, such as, “My sister is taller than my brother,” and “My father drives more slowly than my mother.”</p>	<p>b. Use articles, nouns and pronouns, such as direct object pronouns, in writing. (“José has it.”) [the book]</p> <p>c. Identify and use verb forms, such as the present perfect in writing. (“I have lived here for six years.”)</p> <p>d. Use subject-verb agreement, such as with common count and non-count nouns in writing. (“My family is very important to me.”)</p> <p>e. Use adjectives and adverbs writing superlatives, such as, “Mercury is the planet closest to the sun.”</p>	<p>b. Use articles, nouns and pronouns, such as direct and indirect object pronouns in the same sentence in writing. (“José gave it to me.”)</p> <p>c. Identify and use verb forms, such as the conditional in writing. (“We would go to the concert if we had the money.”)</p> <p>d. Use subject-verb agreement, such as with indefinite pronouns in writing. (“Everybody needs to eat and get a good night’s sleep.”)</p> <p>e. Use adjectives and adverbs in repeating comparatives or double comparatives, such as, “The higher you climb, the harder you fall.”</p>	<p>b. Use articles, nouns and pronouns, such as relative pronouns. (“José gave her the book that she wanted.”)</p> <p>c. Identify and use verb forms, such as the differentiation between active and passive voice.</p> <p>d. Use subject-verb agreement, such as with relative pronouns. (“The new student, who sits next to me in class, speaks Amharic.”)</p> <p>e. Use adjectives and adverbs, in clauses, such as, “I went to the store that is behind the gas station.”</p>
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Topic A: Writing

Indicator 2: Use standard American academic English language conventions to develop clarity in written communication.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Apply standard English capitalization in written language, such as to begin a sentence or to identify common proper nouns.</p> <p>b. Apply standard English punctuation in written language, such as:</p> <ul style="list-style-type: none"> • Periods, questions marks, or exclamations at the end of a sentence. • Commas in dates, addresses, city and state. • Underlining for titles of books. <p>c. Apply conventional spelling in written language, such as with words that follow regular patterns, some</p>	<p>a. Apply standard English capitalization in written language, such as to identify proper nouns or titles.</p> <p>b. Apply standard English punctuation in written language, such as:</p> <ul style="list-style-type: none"> • Varied end punctuation. • Commas with items in a series. • Apostrophes in singular possessives. <p>c. Apply conventional spelling in written language, such as with words that follow regular patterns,</p>	<p>a. Apply standard English capitalization in written language, such as to identify salutations or greetings.</p> <p>b. Apply standard English punctuation in written language, such as:</p> <ul style="list-style-type: none"> • Commas for parenthetical expressions. • Apostrophes in plural possessives. • Quotation marks in dialogue. <p>c. Apply conventional spelling in written language, such as with words that follow regular and irregular</p>	<p>a. Apply standard English capitalization in written language, such as to begin direct quotation.</p> <p>b. Apply standard English punctuation in written language, such as:</p> <ul style="list-style-type: none"> • Colons to introduce a list. • Semicolons between two independent clauses • Apostrophes to designate possession with indefinite pronouns • Appropriate punctuation for special forms such as e-mail, letters, and memos. <p>c. Apply conventional spelling in written language, such as words that follow</p>	<p>a. Apply standard English capitalization in written language to distinguish between proper or common nouns.</p> <p>b. Apply Standard English punctuation in written language, such as at the word level with hyphens.</p> <ul style="list-style-type: none"> • Semicolons in compound sentences • Commas to set off independent modifiers and appositives • Appropriate punctuation for special forms, such as e-mail, bulleted lists, letters, memos, citations, and outlines. <p>c. Apply conventional spelling in written language, such as multi-syllabic words with complex patterns.</p>

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Topic A: Writing

	high frequency and functional vocabulary words.	functional vocabulary words and high frequency words with irregular patterns.	patterns and words with common prefixes and suffixes.	regular and irregular patterns and words with common prefixes and suffixes and words with complex patterns (-tion, -ous, ph-, kn-).	
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Topic A: Writing

Indicator 3: Use pre-writing strategies to compose text for a variety of purposes.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, labeling, and identifying prior experiences or background knowledge.</p> <p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as drawing or copying.</p> <p>c. Follow a coherent plan for developing ideas using models or sentence starters.</p> <p>d. Explore and select relevant sources of information, both traditional and electronic, such as picture dictionaries.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, labeling, listing, webbing, and identifying prior experiences or background knowledge.</p> <p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as labeling or checklists.</p> <p>c. Follow a coherent plan for developing ideas using cloze sentences or simple paragraphs.</p> <p>d. Explore and select relevant sources of information, both traditional and electronic, such as visual encyclopedias.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, listing, labeling, webbing, journal writing, naming prior experiences or background knowledge.</p> <p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as webbing and other graphic organizers.</p> <p>c. Identify and begin a coherent plan for developing ideas using outlines.</p> <p>d. Explore and select relevant sources of information, both traditional and electronic, such as CD-ROMs.</p>	<p>a. Generate ideas related to specific topics using techniques, such as drawing, graphic organizers, listing, labeling, webbing, journal writing, and discussing prior experiences or background knowledge.</p> <p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using techniques, such as graphics organizers and rubrics.</p> <p>c. Identify and develop a coherent plan for developing ideas using writing samples.</p> <p>d. Explore and evaluate relevant sources of information, both traditional and electronic, such as web pages.</p>	<p>a. Generate ideas related to specific topics using a variety of techniques.</p> <p>b. Select and evaluate generated ideas for relevance, appropriateness, scope and focus using variety of techniques.</p> <p>c. Identify and begin a coherent plan for developing ideas using writing prompts.</p> <p>d. Explore and evaluate relevant sources of information, both traditional and electronic, such as encyclopedias.</p>

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Topic A: Writing

Indicator 4: Compose text to express personal ideas and academic information in order to inform, to describe, to explain and to persuade					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Address topic, audience, and purpose using formats, such as labels, simple forms, or lists.</p> <p>b. Compose using organizational structures, such as sentence starters. (“My name is _____” or “My favorite sport is _____.”)</p> <p>c. Express ideas using high frequency vocabulary and simple sentences.</p> <p>d. Exhibit an identifiable voice, such as in a personal narrative.</p>	<p>a. Address topic, audience, and purpose using formats, such as brief messages, invitations, or guided notes.</p> <p>b. Compose using organizational structures, such as cloze sentences or brief paragraphs.</p> <p>c. Express ideas using a limited vocabulary and appropriate word choice, with some elaboration using active verbs and adverbs.</p> <p>d. Exhibit an identifiable voice and include an introduction to tone, such as in a personal narrative.</p>	<p>a. Address topic, audience, and purpose using formats, such as postcards, letters, or outlines.</p> <p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end.</p> <p>c. Clarify, extend or elaborate on ideas by using appropriate word choice, vivid language, and some sensory detail, such as imagery.</p> <p>d. Exhibit and identifiable voice and tone in writing, such as in writing a letter.</p>	<p>a. Address topic, audience, and purpose using formats, such as short stories, essays, or short reports.</p> <p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end, developing main ideas and supporting evidence.</p> <p>c. Clarify, extend or elaborate on ideas by using, and appropriate word choice, vivid language, and sensory detail, such as figurative language.</p> <p>d. Exhibit and identifiable voice and tone in writing, such as in describing an experience.</p>	<p>a. Select from a variety of formats to address topic, audience and purpose.</p> <p>b. Compose using organizational structures, such as brief paragraphs with beginning, middle, and end, highlighting major points, examples, and supporting details and signal words between paragraphs.</p> <p>c. Clarify, extend or elaborate on ideas by using sensory detail, vivid language, and a variety of appropriate word choice.</p> <p>d. Exhibit and identifiable voice and tone in writing, such as in describing and explaining a personal experience.</p>

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Topic A: Writing

Indicator 5: Revise, edit and publish text for clarity, completeness, and effectiveness.					
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6-12	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as:</p> <ul style="list-style-type: none"> • The use of capitalization of proper nouns • Subject-verb agreement • Adjective choice. <p>b. Use suitable traditional and electronic resources to refine and edit text for appropriate use of language and conventions.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as:</p> <ul style="list-style-type: none"> • Correct capitalization • Subject-verb agreement • End punctuation • Question formation • Verb selection. <p>b. Use suitable traditional and electronic resources, as well as peer editing, to refine and edit text for appropriate use of language and conventions.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as:</p> <ul style="list-style-type: none"> • Correct capitalization • Subject-verb agreement • End punctuation • Question formation • Verb selection • Elimination of redundant language. <p>b. Use suitable traditional and electronic resources, such as an electronic spell checker, as well as peer editing to refine and edit text for effective and appropriate use of language and conventions.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as:</p> <ul style="list-style-type: none"> • Correct capitalization • Subject-verb agreement • End punctuation, • Question formation, • Verb selection, • Elimination of redundant language • Semicolons, • Object pronouns • Signal words. <p>b. Use suitable traditional and electronic resources, such as an online dictionary, as well as peer editing, to refine and edit text for effective and appropriate use of language and conventions.</p>	<p>a. Revise writing for appropriateness, organization, content, style, and conventions, such as:</p> <ul style="list-style-type: none"> • Correct capitalization • Subject-verb agreement • End punctuation, • Question formation, • Verb selection, • Elimination of redundant language • Semicolons • Object pronouns • Signal words. • Active voice • Variation of sentence length and types • Alignment of supporting details to topic. <p>b. Use suitable traditional and electronic resources, such as an online dictionary or thesaurus, as well as peer and self-editing, to refine and edit text for effective and appropriate use of language and conventions.</p>

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	c. Prepare simple, short writing for publication, using legible handwriting, and including purposeful and appropriate visuals, such as drawings, labels, and graphics.	c. Prepare simple writing of moderate length for publication, using legible handwriting, and including purposeful and appropriate visuals, such as drawings, labels, and graphics.	c. Prepare writing of moderate length for publication, using legible handwriting, and including purposeful and appropriate visuals, such as drawings, labels, and graphics.	c. Prepare a short essay for publication by using legible handwriting, and including purposeful and appropriate visuals, such as drawings, labels, and graphics.	c. Prepare a lengthy essay for publication by using legible handwriting, and including purposeful and appropriate visuals, such as drawings, labels, and graphics.
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